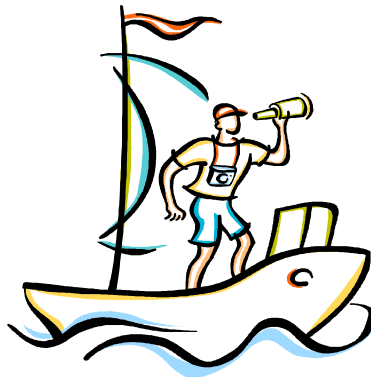


# ***Sailing Into Your Future Teacher's Guide***

*(ND Department of Career and Technical Education - 2011)*

***This teacher's guide and the student companion curriculum are intended to help ND Middle School Students do the following:***

- ◆ **Assess** – their interests, personality traits, skills, learning styles; and learn more about what is important to them.
- ◆ **Explore**- the changing world of work, occupations of interest, career clusters, cool jobs in technology and how to get there.
- ◆ **Plan** – by learning how to set and reach goals, make a \$budget, and more.



# Teacher's Guide for Sailing Into Your Future

This guide is a companion to *Sailing Into Your Future* to assist teachers, career specialists, career educators, career advisors, and counselors in their mission to promote career development for middle school students. The format corresponds to the three stages of career development:

◆ *Assess*

◆ *Explore*

◆ *Plan*

**Each lesson plan consists of:**

1. Overview
2. Middle School Career and Education Planning Course Competencies\*
3. Procedure that includes teacher instruction and student activities
4. Time needed to do the lesson
5. TIP- Additional Follow-up Activities

In designing *Sailing Into Your Future* and the companion “*Teacher’s Guide*” ND-CTE’s goal was to create a valuable, user-friendly tool to assist North Dakota’s Middle School Career Practitioners as they help ND students make educational and career plans. We would appreciate your comments, suggestions for additional activities, or examples of how you have utilized “*Sailing*” in your classroom. If you have questions or comments, please share with us at any time by contacting:

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*Sailing Into Your Future* Student Booklet and Teacher’s Guide are featured online at:

**[www.nd.gov/cte/programs/career-dev/lesson-plans.html](http://www.nd.gov/cte/programs/career-dev/lesson-plans.html)**

Any and all parts of *Sailing Into Your Future*” and the *Teacher’s Guide* are reproducible. \*The North Dakota Career Development Content Standards, Topics and Student Competencies are included in the Career Development Standards which can be found online at <http://www.nd.gov/cte/services/standards/>

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# Activity 1

## *Sail Your Future, Chart It Now!*

**Overview:** This lesson introduces the students to the importance of planning for their future and the value of using the activities in *Sailing Into Your Future*” to assist in career development.

**Objective:** At the end of this lesson, students will be able to:

1. Understand the importance of planning.
2. Recognize the three main components of the career development process.
3. Use information provided in *Sailing Into Your Future*” to complete the *Questions and Answers worksheet* on page A of the appendix in this guide.

**Career Development Standard Three:**

**CAREER MANAGEMENT-** Acquire the skills to investigate the world of work in relation to knowledge of self to make informed career decisions.

**Procedure:** 1. Have students turn to page 3 of *Sailing Into Your Future*. Read and discuss the information.. Career development is a continuous process with a series of choices. .Have students identify possible outcomes of career and educational decisions. Discuss the importance of planning for the future by choosing activities that take a proactive approach such as those in *Sailing Into Your Future*.

2. Emphasize the three main components of career planning. Students should:  
Assess themselves – Explore occupations – Make plans for high school and beyond.

**Time:** One - two class periods.

**TIP -** Use the *Questions and Answers* work sheet on page A in the appendix as a culminating activity after the activities in *Sailing Into Your Future* are completed.

# Activity 2 & 3

## *What's Your Passion?*

## *Check Out Your Career Clusters*

**Overview:** These lessons help students identify their interests and relate what they like to do to career clusters.

**Objectives:** At the end of this lesson, students will be able to:

1. Determine their interests.
2. Match their interests to career clusters.
3. Recognize the 16 U.S. Department of Education Career Clusters and North Dakota Career Clusters
4. Use this information to explore the occupations on pages 29-45.

**Career Development Standards One and Three:**

- 1.0 PERSONAL SOCIAL DEVELOPMENT- Acquire the attitudes, knowledge and interpersonal skills that encourage the understanding and respect of self and others. (topic 1.1)
- 3.0 CAREER MANAGEMENT- Acquire the skills to investigate the world of work in relation to knowledge of self to make informed career decisions. (topic 3.3)

**Procedure:**

1. Discuss with students the relevance of self-assessment to help them identify their interests. Discuss the fact that most people begin working full-time in their late teens or early 20's and continue until their 60's and beyond. A third of each day will be spent working, so choosing an occupation that they enjoy doing would be advisable. Have students use *Sailing Into Your Future*, pages 4-5 to identify their interests. Have students score their results and match them to their top three career clusters on page 6.
2. Explain that the U. S. Department of Education has established 16 broad Career Clusters, which have been adopted by the North Dakota Department of Career and Technical Education. A Career Cluster is a grouping of occupations and broad industries based on commonalities. Clusters consist of occupations with similar skills and educational pathways.
3. Explain to students that as they are exploring careers, it's always best to look at career clusters or fields and then examine several of the careers that interest them within that cluster.
4. Use this information on the *Questions and Answers* worksheet on page A in the appendix.

**Time:** Two class periods.

# Activity 5

## *Personality Rocks!*

**Overview:** This lesson helps students identify their personality type in relation to their growth and self-development and their interaction with others.

**Objectives:** At the end of this lesson, students will be able to:

1. Determine their personality types.
2. Use this information to explore possible careers.

**Career Development Standards One and Three:**

- 1.0 PERSONAL SOCIAL DEVELOPMENT- Acquire the attitudes, knowledge and interpersonal skills that encourage the understanding and respect of self and others. (topic 1.1)
- 3.0 CAREER MANAGEMENT- Acquire the skills to investigate the world of work in relation to knowledge of self to make informed career decisions. (topic 3.3)

**Procedure:**

1. Discuss with students the importance of self-knowledge because the more we know about ourselves, the easier it is in the areas of growth and self-development. It also assists in working with others. (See page B in the appendix of this guide for information on Personality Types.)
2. Have students read the top of page 8 and take the personality quiz on pages 8 and 9.
3. When students have figured out their four-letter code in the blanks on page 9, have them access the Meyers Briggs Personality type websites included on page B of the appendix. Read the descriptions of the types, paying particular attention to their highest personality type and the occupations they may wish to consider.
4. Use this information on the *Questions and Answers* worksheet on page A in the appendix.
5. When exploring occupations in RUReadyND.com., students can match their indicator results with those preferred in each career. Have students make a list of 3-4 occupations that they are interested in to check to see if their personality type is a match. After their exploration, have them note why they were a match or why they were not a match.
  - a) Go to RUReadyND.com
  - b) Sign-in with portfolio name and password.
  - c) Select the WORK tab
  - d) Select Find Careers By... Alphabetical List
  - e) Select a letter
  - f) Click on the title of a career
  - g) Select the "Is This For You" tab
  - h) Scroll down to Myers-Briggs Personality Types
  - i) Compare their personality indicators to those preferred in the career

**Time:** One – two class periods.

# Activity 6

## *How Do You Learn?*

Overview: This lesson helps students identify their learning styles and the techniques to use to learn more efficiently

Objectives: At the end of this lesson, students will be able to:

1. Identify their primary learning style.
2. List study methods that will help them learn more efficiently.
3. Identify study methods that they might have been using that may be less effective for them.

Career Development Standards One, Two, and Three:

- 1.0 PERSONAL SOCIAL DEVELOPMENT- Acquire the attitudes, knowledge and interpersonal skills that encourage the understanding and respect of self and others. (topic 1.1,)
- 2.0 EDUCATIONAL ACHIEVEMENT AND LIFE-LONG LEARNING – Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
- 3.0 CAREER MANAGEMENT- Acquire the skills to investigate the world of work in relation to knowledge of self to make informed career decisions. (topic 3.4)

Procedure:

1. Begin by having students read the top of page 10 in *Sailing*.
2. Have them take the *Learning Styles Checklist*.
3. Have students total their scores for each section and determine the style of learning that is most efficient for them.
4. Discuss the Learning Styles, the study techniques that work for each style, as well as the techniques that may not work as well.
5. After some discussion, have the students answer the questions on page 12. Then have students who wish to volunteer – talk about what they have learned that will help them study more efficiently.

Time: One class period.